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| Name: Katie Burnette | Date: 02/26/16 |
| Lesson Title: Counting Syllables | Grade/Level: Kindergarten |
| Curriculum Standards | Central Focus Question/Big Idea/Goal |
| Kindergarten Reading Standards for Foundational Skills  -Phonological Awareness  2. Demonstrate understanding of spoken  words, syllables, and sounds (phonemes).  b. Count, pronounce, blend, and segment  syllables in spoken words. | **Central Focus:**  Understanding that all words are composed of syllables. |
| Lesson Objective(s) | |
| **Students will be able to:**   * Identify the syllables in a given word. * Perform the method(s) for counting how many syllables are in a given word. * Sort words according to number of syllables within a word. * Recognize academic vocabulary. | |
| Vocabulary/ Academic Language (Language Function) | |
| **Language Function: Categorize**  **Key learning task:** Students will **categorize** several given words by the words’ syllables into categories provided on the dry erase board. By sorting the words by syllables, the students will use their critical thinking skills to determine how many syllables a word has and then place it in the correct category.  **Vocabulary**  Syllable- Parts of a word; the number of “chunks” a word breaks into when you say it.  Mermaid- A female marine creature, having the head, torso, and arms of a woman and the tail of a fish.  Fish- Aquatic vertebrates having gills, commonly fins, and scales.  Crab- Crustacean having eyes on short stalks and a short, broad, flattened body.  Turtle- A slow-moving reptile enclosed in a leathery domed shell into which it can retract its head and legs; can live in both salt and freshwater environments.  Jellyfish- Soft sea creatures with an umbrella like body and long, trailing tentacles.  Octopus- Soft sea creature with an oval body and eight sucker-bearing arms, living mostly at the bottom of the sea.  Dolphin- Marine mammal with a fish like body, many teeth, and the front of head elongated.  Starfish- Sea creature with body arranged like a star with five or more rays or arms radiating from a central disk. | |
| Assessment/Evaluation | |
| **Formative Assessment***:*  During group instruction, the class will categorize words according to the number of syllables in each word. I will ask questions, such as: “Do you know what a syllable is?” “Did you know that every word is made up of parts called syllables?” “How many syllables does this “word” have?” “How can we find the number of syllables in this “word”?” “Do you understand why this “word” has “this many” syllables?” “Why did you place this “word” in that “category”?”. This group activity with answers to the previous questions will provide me with my formative assessment and guide my instruction as the lesson progresses.  **Summative Assessment:**  Students will complete an “Ocean Syllable Recording Sheet” that assesses if they can accurately determine how many syllables are in a given word and record their answers on the sheet. The students will count and record the syllables of eight words on this assessment. The “Ocean Syllable Recording Sheet” will include only words that were discussed during group instruction. Students should be able to correctly determine the number of syllables for each word. I will immediately collect the recording sheet assessment after students are finished. If a student produces any wrong answers, I will explain why those answers are wrong and give that student an opportunity to correct their answer(s). If the student brings the assessment back with wrong answers again, I will give that student some remediation followed by retaking the assessment. If a student does the entire assessment correctly, I will place a sticker on it and consider it mastery. | |
| Instruction | |
| **Set/Motivator**:**(2 mins)**   * I will ask the class if they know what a syllable is as I display the word “syllable”. * Did you know that every word is made up of parts called “syllables”?   **Instructional Procedures/Learning Tasks:**  **Using the counting methods: (5 mins)**   * I will explain that it’s fun and easy to find out how many syllables are in a word! * I will demonstrate both the clapping method and hand-under-chin method for counting syllables. * I will ask the students to repeat after me. Example: “Jellyfish” Then as a class, using a counting method “Jell-y-fish” clap\* clap\* clap\* or hand-under-chin method. * I will continue to practice different words with the class, and ask my formative assessment questions (refer to formative assessment section) until students are confident moving onto the next part of the lesson.   **Fishing for syllables: (10 mins)**   * Once the class is confident in their counting skills, I will tell the class, “If you like to go fishing, raise your hand.” * Then I will say, “We’re are going to fish for ocean animals, and we’re going to count out the syllables for each animal’s name. Once we decide how many syllables are in an animal’s name, we can put them under the correct number on the board.” * “I’m going to pick volunteers for fishing who are being quiet and following classroom rules.” * I will call on a student, have them fish a word out of the box, and hand me the word. * We will decide what the name of this ocean animal and use our syllable counting methods, and I will call on another student to place the ocean animal under the correct number category. * We will continue fishing and categorizing until our time runs out.   **Closure: (5 mins)**   * Next, I will explain how to do the “Ocean Syllable Recording Sheet”. * I will let students get a recording sheet and sit down according to tables. Example: “ The orange table many get a recording sheet and have a seat at their table.” * Students may begin working as soon as they sit down. * Students will turn in their recording sheets in a predestinated place after they are finished. * I will perform my summative assessment procedures on each recording sheet.   **Questions and/or activities for higher order thinking:**   * How many syllables does this “word” have? * How can we find the number of syllables in this “word”? * Why does this “word” have “this many” syllables? * Why did you place this “word” in that “category”?   **Material/Resources:**   * Fishing Rod with magnet * Various ocean animals on cards/paper with magnets attached (<http://www.pre-kpages.com/ocean/>) * Number category cards for sorting ocean animals by syllables (<http://www.pre-kpages.com/ocean/> * Ocean Syllable Recording Sheet (<http://www.pre-kpages.com/ocean/>) * Magnetic surface to display animals and categories * Box to contain ocean animals | |
| **Adaptations to Meet Individual Needs:**  *High-Level Learners*: High-level learners will find syllables in words with 3+ syllables. They may be given a recording sheet with more words and/or more advanced words.  *On-Level Learners*: This plan is designed for on-level learners.  *Struggling Learners*: Struggling learners will be paired with high-level learners to offer encouragement and mentoring. Struggling learners will be given additional time/support to complete their assessments.  *English Language Learner*: ELL students will receive an overview of the vocabulary in advance. The teacher will review vocabulary with ELL students prior to lesson for better understanding. Materials will be labeled for ELL students. Also, if needed, ELL students will be given extra time to complete their work.  **Management/Safety Issues:**   * Students should follow previously established classroom rules and etiquette. * Students should raise their hand to speak. * If any student is distracting others from learning or is misbehaving, they will be removed from the carpet. * Students will be responsible for turning in their summative assessment after it is completed. * During the whole-group part of the lesson, students will be asked questions and monitored for staying on task. | |